

A STUDY OF THE EXPRESSED VALUES OF FIFTH AND SIXTH
GRADE ACADEMICALLY TALENTED CHILDREN IN THE
DES MOINES PUBLIC SCHOOLS

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Chapter I

Introduction

Each child has a set of values on which he bases his thoughts and his actions. The child may be conscious of his values, but more than likely he is unaware of what they are and how they affect his behavior and his learning. He may not be able to verbalize his values, but he can and does demonstrate them in a variety of situations.

Teachers have had difficulty in accurately assessing a child's values. A teacher can surmise what a child's values are by observing him in a multitude of learning and socializing situations during a school day. This is not an accurate method of determining a child's values and the results of such observations can be misleading.

Dyer and Brooks designed and validated a rubric to be used in determining a child's values. By using their Rubric for Expressed Values, a composition written by a child can be analyzed to accurately determine his values. This study used the Rubric for Expressed Values to analyze children's written compositions and from the analysis the expressed values of two hundred forty-two children were identified.

The children selected for the analysis were fifth and sixth grade children participating in the academically talented program in the Des Moines Public Schools in the fall of 1970. Two hundred forty-eight children were enrolled in

the academically talented program and of these two hundred forty-two were present the day the compositions were written for the analysis of expressed values.

The children in the academically talented program were selected for analysis for a number of reasons. (1) The school board of the Des Moines Public Schools had asked for an evaluation of the academically talented program. The eight teachers in the program decided that an identification of the students' values would be one aspect of the evaluation. (2) The author of this study teaches in the academically talented program. She felt that she could more effectively teach her students if she knew what their values were. (3) The academically talented students were selected to find out whether or not there is a correlation between values and scholastic ability. (4) The number of students involved in the program was enough to produce data to make the study valid and, yet, were not so many that the number of compositions and the amount of data were unwieldy.

As the study proceeded, it became apparent that other factors, besides values, could be determined by using the compositions written by the students. Each student's creativity was measured as well as his degree of competency in composition writing.

Comparisons of the students' values, their creativity and their level of composition skills were made between the eight participating schools. This was done to determine

whether or not there was a correlation between the teacher and the three above mentioned factors.

Values expressed by girls were compared to those expressed by boys to determine whether or not they were different or similar. Fifth graders were compared to sixth graders to determine whether or not values, creativity and competency in composition writing were similar at both of the grade levels or whether or not there was a change as the students matured. Comparison of grade levels was also made as a method of evaluating the academically talented program. It cannot definitely be stated that the academically talented program was responsible for any apparent changes in values, composition skills and creativity but there is a possibility that these three areas were affected by the program.

This study is a baseline study and can be used as a starting point for several other studies. During the analysis of the data, several questions were raised that would take further research to answer. A more complete explanation of possible future studies is given in Chapter IV.

PROBLEM

While evaluating the academically talented program in the Des Moines Public Schools, the teachers in the program decided that one of the areas of evaluation should be that of values. Before this no attempt had been made to

systematically identify the values of the children in the academically talented program. Analysis of written compositions was the method selected for the identification of the students' expressed values.

This study analyzed written compositions and from this analysis identified the expressed values of the students in the academically talented fifth and sixth grade classes in the Des Moines Public Schools during the 1970-1971 school year. Baseline data were thereby gathered for continued use in future studies.

The analysis of the values consisted of two main parts. First, data were recorded to determine how many times values in each category and sub-category had been expressed. This data were then analyzed and the values of boys and girls and fifth and sixth graders were compared.

Composite scores were then figured to determine the per cent of the children who had primarily expressed values under each of the five main categories. These data were analyzed as to boys and girls and as to fifth and sixth graders. Comparisons were also made of the composite scores of the values expressed by the children of each individual school.

The nature of the assignment lent itself to an analysis of composition skills. The compositions had been written by the children, proofread by them and then recopied before they were submitted to the teacher. The teacher made

no further corrections or analysis of errors. Therefore, when the compositions were read for value content, they were also subjectively analyzed for competency in composition writing.

The achievement level of the composition skills that each child had expressed was noted and comparisons between the composition skills of fifth and sixth graders were made and analyzed. The composition skills were also analyzed as to the school the child attended. A final comparison was made between the expressed values and the competency of composition writing.

The compositions were also analyzed as to their creative content. The assignment was open-ended and the instructions given by the teachers were very limited. This permitted the children freedom to develop and to express any ideas that they had about an open-ended assignment. The children could be as creative as they wanted or were able to be.

A judgment was made of each child's creative approach, and comparisons between the boys and girls and fifth and sixth graders were made and analyzed. A comparison of the creativity of the children in the various schools was made. A child's creativity and the values he expressed were also compared to determine whether or not a relationship between the two existed.

PROCEDURE

Population

Every year in the Des Moines Public Schools all fourth graders are given the Lorge-Thorndike Group Intelligence Test. If their verbal score is 110 or above, they are given the Kuhlmann-Anderson Group Intelligence Test. A second group test, the Otis-Lennon Group Intelligence Test, is administered to those children that have an intelligence score of 120 or above on either of the two previous tests. Children who score 130 or above on any one of the three intelligence tests are invited to attend, as fifth and sixth graders, basic skills classes for the academically talented learner.

There are currently in the academically talented program five classes of fifth graders, five classes of sixth graders, and two classes that combine both fifth and sixth graders. These classes are located in eight elementary buildings throughout the city and are taught by seven teachers. One teacher teaches at two different schools. The two hundred forty-two children attending these classes in the fall of 1970 participated in this study.

Instrument

In order to identify the values of the fifth and sixth grade academically talented students, each child wrote a

composition entitled "Open a New Window." During the first two weeks of November, 1970, each basic skills teacher of the academically talented classes received the following set of directions to use with her class.

The proposed topic is "Open a New Window," which could be presented to your class with the following directions: What image comes to your mind? How creative can you be with this topic? Your window can be a window of the mind, of a building, of a car--any kind of window. Describe in writing what you see when you think about this topic.

The length of the composition and the amount of time set aside for writing will, of course, vary with each class. It should be kept as open-ended as possible with little actual suggestions on your part.

Minimum instructions by the teacher were given to insure that the ideas expressed would be each child's own ideas and not ideas gleaned from teachers or classmates. After the initial paper was written, the children proofread their own papers and recopied them. They were then submitted to the teacher.

The instrument used to analyze the compositions was Dyer and Brooks' Rubric for Expressed Values. The rubric was written in a search for an accurate but rapid way of recording values expressed by people. Dyer validated the rubric by recording the values expressed in compositions written by 347 students in grades five through twelve in rural, suburban and city schools. The values recorded in these compositions showed a relatively high correlation with values found by using the Differential Values Inventory by Richard Prince

in his unpublished doctoral dissertation.¹ Dyer and two assistants established an interscore reliability coefficient of $+0.94$.² The rubric has been revised three times. A copy of it can be found in the Appendix.

The five categories on the rubric are Refluent, Traditional, Moderate, Integrative and Transformative. Under each category are the sub-categories of ethical concept, success concept, self in relation to others, and time orientation. Several value examples are listed under each sub-category. These are examples only and are not the only values that can be found under each sub-category.

The values expressed within any composition can fall into more than one category. An individual can express values that are refluent whereas other values he expresses may be moderate or even transformative. In analyzing the expressed values, each idea, regardless of category can be examined separately. When a composite evaluation is needed, a tally of each category is made and the category with the most expressed values is considered to be the student's main set of values.

¹Richard Prince, "A Study of the Relationship Between Values and Administrative Effectiveness in the School Situation" (unpublished Doctor's dissertation, University of Chicago, 1957).

²Prudence Dyer, "Expressed Values of Students and Schools," Delta Kappa Gamma Bulletin, XXXVI (Summer, 1970), 37.

In order to identify the values expressed by the students, the Rubric for Expressed Values was used instead of a paper and pencil test for several reasons. (1) The Rubric for Expressed Values is easy to use, in fact, the instrument itself is never introduced into the classroom. The teacher only needs to read an instructional paragraph to the children prior to their in-class compositions. No other introduction or follow-up is needed by the teacher. (2) The limitations of a child's vocabulary or reading skill will not interfere with his ability to express his values. In a paper and pencil test his reading ability can directly affect his responses. (3) The child is unaware that his composition will be used to identify his values. He is merely writing a class assignment. Therefore, he is more likely to state his true values instead of those he wants other people to believe he has. (4) The compositions can be easily and rapidly scored. An evaluator can be easily trained to read the compositions, to recognize the main ideas and to categorize them by using the Rubric for Expressed Values. (5) A child's competency in composition writing and his creativity can also be measured by using the same composition.

Method of Analysis

The following method was used to analyze the compositions.

The complete composition was read and it was rated as

to the competency of composition writing and as to the degree of creativity that was demonstrated. A rating scale of 0-4 was used for evaluation. The zero represented a low degree of competency or creativity and the four represented a high degree of competency or creativity with 1, 2, and 3 being used for the varying degrees.

The composition was then read for the second time. Each main idea was classified and placed in the appropriate category on the Rubric for Expressed Values. A tally mark was used to record the classification of each main idea. After each composition had been marked, a total was made of the tallies.

Prudence Dyer, one of the authors of the Rubric for Expressed Values, trained the evaluator to identify the expressed values in the compositions and to classify and record them on the rubric.

The following method was used to train the evaluator. A composition was read together. After discussing each main idea in the composition the instructor and the evaluator agreed upon the appropriate category in which each main idea belonged. Then, the instructor and the evaluator analyzed an identical set of compositions separately. The results were compared and any differences in scoring were discussed. Changes were made where they were needed. The evaluator then analyzed the compositions of a class of seventeen students. Dyer analyzed the same compositions. Interscore reliability

was established and further training was unnecessary.

The evaluation of the competency of composition writing and the degree of creativity that was demonstrated was a subjective evaluation made by the reader of the compositions. She has taught for seven years in the Des Moines Public Schools. She has taught in average suburban schools, in inner-city schools and for three years in the academically talented program. She used her experiences in working with children of varying abilities to help her evaluate the compositions as to composition skills and creativity.

After all the compositions had been analyzed and tallied, the data were processed by computer. The resulting data are explained and analyzed in Chapter III of this study.

LIMITATIONS OF THE STUDY

The study was geographically limited to one city, Des Moines, Iowa.

Only students in the public schools of Des Moines, Iowa, were used. There are also several parochial schools in Des Moines that were not included in the study.

Des Moines has an enrollment of approximately 45,000 students but only the 248 fifth and sixth grade students enrolled in the academically talented program participated in the study.

Identifying values by using written compositions is designed for children of all intelligence levels but only

those children that have an intelligence quotient of 130 or above were included in this study.

Older students who had once been in the program were not included. Only fifth and sixth grade students in the program during the fall of 1970 were included.

The students who qualified for the academically talented program but decided not to attend were not included in the study.

Only one composition sample was used for each child. A series of compositions would provide for a more complete and accurate accounting of each student's expressed values.

DEFINITION OF TERMS

Academically Talented Program

Every fall in the Des Moines Public Schools all fourth graders are given the Lorge-Thorndike Intelligence Test. Each child that has a verbal score of 110 or above on this test is given the Kuhlmann-Anderson Group Intelligence Test. Each child that scores 120 or above on either of the two previous tests is given the Otis-Lennon Group Intelligence Test. Any child that scores 130 or above on any one of the three intelligence tests is invited to attend basic skills classes for academically talented children as a fifth and sixth grader.

Basic Skills

Basic skills in the Des Moines Public Schools are the subjects of reading, language, science, spelling, handwriting, and social science. They are taught in an approximate time allotment of two hours forty-five minutes each day by one teacher. A variation of the basic skills is when arithmetic is taught during the time allotment instead of science and social science.

Expressed Values

Expressed values in this study are the values stated by students as they wrote a composition on the open-ended topic, "Open a New Window." The students were not aware that they were writing for values analysis.

Values

Values are the feelings and/or ideas that are important to a person. He bases his actions on these beliefs. The four areas that were used in this study to describe a child's value system are the child's feelings about ethics, his ideas of what success is, how he sees himself in relation to others and which time period he stresses.

DESIGN OF STUDY

Students in the academically talented program in the Des Moines Public Schools were given instructions to write a composition entitled "Open a New Window."

The Rubric for Expressed Values by Dyer and Brooks was used to identify the values that were expressed in the composition. The compositions were also scored as to the degree of creativity that was expressed and as to the competency of composition skills.

An analysis of these data is the purpose of this paper and is presented in Chapter III.

Chapter II

LITERATURE

DEFINITIONS OF VALUES

The word values has been defined several different ways. Rokeach believes that values are "abstract ideas, a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining."¹

Scheibe disagrees with this definition and states that "values do not reside either in external objects or within the person; rather, they emerge from the interaction between a particular person and a particular portion of the environment."² Koroscil defines values as "individual personal qualities which are considered to be desirable by people in a given culture."³ Mason sees values "as those things judged admirable, honorable, and approvable so that men desire to

¹Milton Rokeach, Beliefs, Attitudes and Values (San Francisco: Jossey-Bass, Inc., 1968), p. 124.

²Karl Scheibe, Beliefs and Values (New York: Holt, Rinehart and Winston, Inc., 1970), p. 45.

³Paul M. Koroscil, "The Concept of Values and Cultural Value Systems in Settlement Analysis," Journal of Geography, LXIX (November, 1970), 48.

create and preserve them through coming generations."¹

Allport defines a value as "a belief upon which man acts by preference."² Rath's sees values as being based on three processes.

Choosing: (1) freely
 (2) from alternatives
 (3) after thoughtful consideration of the consequences of each alternative
 Prizing: (4) cherishing, being happy with the choice
 (5) willing to affirm the choice publicly
 Acting: (6) doing something with the choice
 (7) repeatedly, in some pattern of life
 These processes collectively define valuing. Results of the valuing process are called values.³

ACQUISITION OF VALUES

Just as authorities differ on the definition of values they also differ as to where they believe a child gets his values. Ogletree sees the acquisition of values as an unconscious process. He says the "child assimilates the values of his society, and his home as unconsciously as he breathes the air around him."⁴ Lawhead believes that unconsciously people

¹Earl Ogletree and William Hawkins, "Teaching Values," Education, XC (April, 1970), 332.

²Ruth Finnie, "Gaps," Delta Kappa Gamma Bulletin, XXXIV (Fall, 1967), 11.

³Louis E. Rath's, Merrill Harmin, and Sidney B. Simon, Values and Teaching: Working With Values in the Classroom (Columbus, Ohio: Charles E. Merrill Publishing, 1966), p. 30.

⁴Ogletree and Hawkins, op. cit., p. 333.

"identify with persons who reflect their given values."¹

They, therefore, reinforce or strengthen their own values.

Ogletree thinks of this as a form of imitation and believes a person "imitates the values of those he admires."² Ring-

ness states that when someone identifies with certain people and models his ways after them they "may eventually internalize certain attitudes and values presented by these identifying figures."³ Finnie also states that "teachers have

always been among the leaders who determined what the values of our culture should be"⁴ and they have passed the values on to the students.

The idea of the teacher being the transmitter of values is held by several people including Shaftel who says "teachers help children to learn what is both negatively and positively sanctioned and thereby to acquire the core values of his culture."⁵ Values are taught by people and by the

¹Victor B. Lawhead, "Values Through Identification," Exceptional Children, XXXII (October, 1965), 515.

²Ogletree and Hawkins, op. cit., p. 333.

³Thomas A. Ringness, "Identifying Figures, Their Achievement Values, and Children's Values as Related to Actual and Predicted Achievement," Journal of Educational Psychology, LXI (June, 1970), 175.

⁴Finnie, op. cit., p. 11.

⁵Fannie R. Shaftel and George Shaftel, Role-Playing for Social Values (Englewood Cliffs: Prentice-Hall, Inc., 1967), p. 38.

experiences that a child encounters. Allport states that very young children begin to learn the values of their culture. "Many of them are taught repeatedly--at home, by the church and school, through newspapers, comics, on the radio and television."¹

Raths discusses the acquisition of values at considerable length. Although many people believe that values develop from the family he sees changes in the family structure that he considers detrimental to the learning of values from families. He sees the following items as deterrents.

(1) One out of three mothers work outside the home and in one out of every five families the mother is not at home when the children return from school. (2) Children do not see their father at his work and are not knowledgeable enough about his work to discuss it with him. (3) One out of five families move each year causing the child to break with friends and having to become adjusted to new surroundings and people. (4) When fathers return from work they want the house to be orderly and relatively quiet, therefore, communication with the children is at a minimum. (5) The child sees and hears things on radio and television that he would not have encountered in ordinary family living. He watches depraved acts that make an impression on him. Raths views

¹Gordon W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1964), p. 169.

the above items as a way of confusing a child about what is good and bad, what is right and wrong, and what is just and unjust.¹

TEACHING OF VALUES

Role of the School

With the apparent confusion in acquiring values should teachers assume more of the responsibility for teaching values? During the early sixties, the Supreme Court's ruling banning prayer in the classroom indirectly affected the teaching of values.

The schools used to put an emphasis on daily prayer, but the rulings of the Supreme Court of the land have decided that a common prayer may not be demanded of all children in the schools. As it is with religious matters, so it is with other matters of deep concern. If someone was for something, someone else was against it; and to avoid controversy, schools began to stand for nothing. Teachers turned toward "teaching the facts." Administrators tended to prefer teachers who did not raise issues.... Moral, ethical, aesthetic values were quietly abandoned as integral parts of the curriculum.²

Ogletree believes that even teachers who tried not to teach values did so without realizing it.

Even the most content oriented teachers will emphasize certain facts over others, make a distinction between the more important and the less important. And by a hundred gestures and

¹Raths, Harmin and Simon, op. cit., pp. 15-18.

²Ibid., p. 20.

inflections assign a high or low value to certain ideas according to her own attitudes and values.¹

After a few years, schools realized that they needed to be concerned with the teaching of values. The pendulum is beginning to swing back. Henry states that the classroom is a testing ground for values and that we "cannot refrain from making value judgments concerning national, social and economic issues."² Raths says that value development is a life-long activity, and that people need to learn how to value. Teaching children how to value needs to be done in the classroom.³

Hicks declares that the school has a responsibility to teach values.

The task of educators is to involve students in the business of thinking, of reasoning, of making ethical judgments, of using forethought, of discriminating between "old sayings" and those traditions which represent the distilled wisdom of the ages, with the further task of helping students internalize these tested values to make them their own.⁴

Ogletree says that "from kindergarten through high school, every teacher is, in addition to a supplier of

¹Ogletree and Hawkins, op. cit., p. 333.

²Mabel W. Henry, "Conflicts," Delta Kappa Gamma Bulletin, XXXIV (Fall, 1967), 7.

³Raths, Harmin and Simon, op. cit., p. 37.

⁴Frances Ross Hicks, "What Colors Are You Flying?," Delta Kappa Gamma Bulletin, XXXIV (Winter, 1968), 11-12.

knowledge, the purveyor of a value system."¹ Childs states the school instills values in children by means of the subjects taught and the methods that are used in teaching its program.²

Raths has a sensible approach to the teacher's role in teaching values.

Our position is that, ideally, the teacher would be able to be quite candid about his points of view and values. By so being, and by being accepting and respectful of students, students are reassured that square talk is permissible. The teacher, of course, would make it very clear that an expression of his position is not an indication of what would be desirable for others.³

Values to Teach

With the renewed interest in teaching values, schools need to decide which values will be taught. In response to the question, Which values will be taught?, the authorities are in agreement that this can be a trying and a confusing decision. Many see a conflict between values that are taught and the true values of our culture. "Education . . . finds itself in conflict because the idealistic values that we teach are frequently not those of business or government."⁴

¹Ogletree and Hawkins, op. cit., p. 333.

²John L. Childs, Education and Morals (New York: Appleton-Century-Crofts, Inc., 1950), p. 16.

³Raths, Harmin and Simon, op. cit., p. 193.

⁴Henry, op. cit., p. 7.

Conflict arises when individual groups push for the teaching of values that they consider important. Dahlke sees certain interest groups causing conflict.

The implications . . . for education have been explored, and it has been seen that in each case the group wants education to turn out a child according to its social image. What is right for one group is malpractice for another. . . The schools are surrounded by a ring of special-interest groups which are watching, criticizing, and trying to exert their influence to see their own values realized.¹

Others see individual teachers deciding which values to teach. Finnie believes that teachers have always been leaders in deciding which values were going to be important to our society.² Rath says that society wants children to have the "right" values, and the "right attitudes are those which correspond to those held by the adults who have control over them at the moment,"³ and these adults a large per cent of the time are teachers. According to Childs, the teacher plays a major role in developing values.

More than many teachers recognize, a scheme of values--a structure of things considered significant, worthful and right--operates in their endless responses to the daily behaviors of their pupils. Many of these educational values concern the very fundamentals of human existence. They have to do with such elemental things as the rights, the responsibilities, the beliefs, the tastes, the

¹H. Otto Dahlke, Values in Culture and Classroom (New York: Harper and Brothers, 1958), p. 63.

²Finnie, op. cit., p. 11.

³Raths, Harmin and Simon, op. cit., p. 25.

appreciations, the faiths and the allegiances of human beings. As we introduce the young to the various aspects of human experience--familial, economic, scientific, technological, political, religious, artistic--we inevitably encourage attitudes and habits of response in and to these affairs.¹

Childs also sees the total school as the developer of values that will be taught. The school in its purposes and programs reflects the values "which adults of a society have come to prize . . . and most deeply desire to nurture in their own children."² The school's curriculum, therefore, is an index to the values that are important to the immediate school community.

Spindler not only recognizes the conflict but also sees it on a continuum.

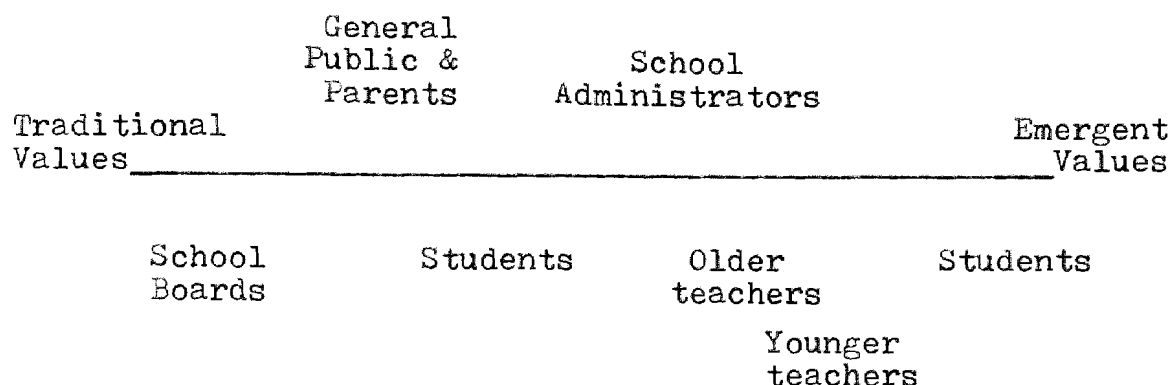
What I hope has been established so far is that our culture is one in which conflicts in values, and between goals and the means to them, are present and patterned. And that teachers, as cultural transmitters, convey these patterned conflicts to children in their classrooms, with the consequence that many professed goals are defeated, or at least obscured. . . . I believe that many of the conflicts between school boards and educational personnel, between parents and teachers, and between teachers and pupils can be seen as projections of differences in value commitments that represent various approximations to the traditional and emergent positions.³

¹Childs, op. cit., p. 19.

²Ibid., p. 7.

³George Dearborn Spindler, The Transmission of American Culture (Cambridge: Harvard University Press, 1959), pp. 5-6.

Spindler's continuum is illustrated below.¹



Techniques of Teaching Values

With the conflict of which values should be taught still unresolved, teachers, nevertheless, are going to be teaching values of one kind or another. Before values are directly taught, James Rath suggests that the climate of the classroom be made secure and safe. To do this teachers need to refrain from judging what a child says and does. Such statements as "That is good." is passing judgment. The teacher needs to listen to a student's ideas and then to remember them. The teacher needs to provide ample time and opportunities for the exchange and sharing of ideas.²

Values are taught a variety of ways. Rath states four common ways that he feels teachers and other adults often use in teaching children values. The first of these

¹George D. Spindler, Education and Culture (New York: Holt, Rinehart and Winston, 1963), p. 139.

²James Rath, "A Strategy for Developing Values," Educational Leadership, XXI (May, 1964), 511.

is the lecture method.

Somehow or another the idea is held by adults that their chief function--in relationship to children--is to tell them things; to tell them what to do, when to do it, where to do it, how to do it, how often to do it, and when to stop doing it.¹

Another method he mentions is peer pressure. A drawback he sees to his method is that children react according to how they think others want them to react and not how they actually believe or feel. By setting an example is another common method and follows the philosophy that values are caught instead of being taught. Adults set rules for children to follow is the fourth method of teaching values.²

Louis Rath's has listed seven methods that he advises adults to use in helping children to develop values.

1. Encourage children to make choices, and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequence of each.
4. Encourage children to consider what it is that they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help to examine repeated behaviors or patterns in their life.³

¹Rath's, Harmin and Simon, op. cit., p. 24.

²Rath's, op. cit., p. 512.

³Rath's, Harmin and Simon, op. cit., pp. 38-39.

Not only does he suggest that children be allowed to make choices, but he also advises teachers to make choices that reflect the values they want children to obtain. He cites the following example as a choice a teacher has in handling a particular situation.

When a child lies or steals the teacher may embarrass him; have him stay after school; make an example of him; call parents for a conference with administrators and teacher "to get to the bottom of it;" suspend the child from school; give him extra assignments.

OR

Carefully and quietly study the child's behavior in an effort to determine the possible causes for lying and stealing. Have a private conference with the principal or supervisor to plan the best course of action possible; study the home situation for important leads to ways for helping the child.¹

Hicks does not underestimate the importance of indirectly teaching values. She states that "as important as direct teaching of values is, it is equally important for educators to teach values indirectly by what they are themselves."²

Measurement of Values

Researchers have used various ways to measure values but have not devised a completely satisfactory instrument to use. Therefore, the research on the measurement of values is minimal.

¹ Louis Rath, Curriculum for Today's Boys and Girls (Columbus: Charles E. Merrill Books, Inc., 1963), p. 318.

² Hicks, op. cit., p. 12.

Spindler measured the values of college students training to be teachers by using an open-ended sentence technique and analyzing a paragraph that each student wrote describing their concept of the "Ideal American Boy." The six hundred students could be classified into two value categories, traditional and emergent.¹

Brown measured the change in a child's values by analyzing records the teacher had kept on a child. The teacher chose a child who seemed to have unclear values and selected another child in the room that had similar values to act as a control. The teachers were to respond to the experimental child with value-clarifying questions. Brown found that the experimental children's behavior improved greatly while the control children's behavior did not change. "Teacher after teacher wrote that whereas a student was not purposefully and constructively involved in schoolwork before the experiment, he was very much involved afterwards."²

Jonas, Machnits and Martin did the same kind of experiment that Brown did. In this experiment other teachers who were not aware of the experiment and the value-clarifying technique were asked to comment on the children's behavior. After five months "the behavior patterns of the children in

¹Spindler, op. cit., pp. 3-4.

²Georgia Brown, citing Raths, Harmin and Simon, op. cit., p. 208.

the experimental groups were reported by the art, music and other teachers--and often by parents as well--to have improved significantly."¹

Piaget has measured values by asking children questions and recording their responses. He asked the children to name the things they thought were unfair in life. The children's responses fell into four categories.

1. Doing things that are forbidden by adults.
2. Breaking the rules of a game.
3. Behaving in a way that goes against the equality of persons.
4. Acts of injustice associated with adult society.²

Piaget also observed children playing marbles and reached the following conclusions.

Young children regard their rules as sacred, as subject to neither question nor emendation. Older children recognize that rules are a matter of social convention, that a mutual agreement may be modified from time to time to suit the occasion.³

Rokeach used a list of twelve instrumental values and a list of twelve terminal values and had college students rank them in order of importance. A comparison was made between a student's ranked values and his actual behavior. He found that their behavior correlated with the ranking of

¹Arthur Jonas, Ernest Machnits and Donald Martin, citing in Rath, Harmin and Simon, op. cit., pp. 209-210.

²Jean Piaget, citing Scheibe, op. cit., p. 100.

³Ibid.

their values. For example, students who ranked salvation first attended church at least once a week. Those students ranking salvation among the last of the twelve values attended church once a month or less.¹

Raths has measured the behavior of children and feels that the development of values has been responsible for a behavioral change in a child. He "hypothesized that if teachers will work persistently on the process of value clarification, changes will take place in the behavior of the children."²

Although the testing of this theory has been limited, certain positive results have been found.

Under-achievers have shown a significant gain at the high school level. In the elementary school at Scarsdale, New York, a number of children in grades three, four and five seemed to change markedly in their school behavior. . . . To bring zest and purpose into the lives of students; to reduce apathy, flightiness, overconforming, nagging dissent, role-playing, great uncertainty, and even extreme inconsistency, is perhaps enough, and much more than we have been able to accomplish heretofore.³

Martin measured orally expressed values of fourth, fifth and sixth grade children and found the three most frequently mentioned values to be (1) "the freedom that we enjoy in our country; (2) the people that mean most to us;

¹Rokeach, op. cit., p. 169.

²Louis Raths, op. cit., p. 339.

³Ibid., pp. 334-335.

and (3) our lives, health and abilities to do things."¹

Dyer analyzed students' written compositions by recording their expressed values on a rubric that she constructed. A partial list of her findings is given below.

- (1) The greatest homogeneity in numbers of values expressed appeared at the fifth, sixth, and eighth grades.
- (2) The youngest pupils, fifth graders, from a rural school expressed almost uniformly emergent values.
- (3) Urban seventh graders expressed significantly more emergent values than did rural seventh graders.
- (4) No definite pattern emerged in these groups which would support notions of rural conservatism² and urban-suburban liberalism in value structure.²

By using a variety of methods, paper and pencil tests, interviews and observations, Thompson and Carr studied the values of high school students for four years. A partial listing of their findings is given below.

- (1) Personal values are quite stable by the time students enter high school.
- (2) Personal value patterns of students are related to the kind of community in which the school is located, the size of the school, and whether it is a public or private (parochial) school.
- (3) Friendship patterns of students₃ are related to their personal values. . . .

¹Blanche J. Martin, "What Do We Do About Our Values," Delta Kappa Gamma Bulletin, XXXIV (Summer, 1968), 13.

²Prudence Dyer, "Expressed Values of Students and Schools," Delta Kappa Gamma Bulletin, XXXVI (Summer, 1970), 31.

³Orville E. Thompson and Sara G. Carr, Values of High School Students (Davis, California: University of California, 1966), pp. 67-68.

The teaching of values is an integral part of education. The values to be taught and the methods used in teaching them need to be carefully planned and researched. An efficient, reliable method of measuring the student's values is necessary in order to evaluate the effectiveness of the teaching of values. Measurement of values is an area that needs concentrated effort by the authorities in the field.

Chapter III

FINDINGS OF THE STUDY

The Rubric for Expressed Values is divided into five categories of values. They are Refluent, Traditional, Moderate, Integrative and Transformative. Under each category, the sub-categories of ethical concept, success concept, self in relation to others, and time orientation are listed.

VALUES OF FIFTH AND SIXTH GRADERS

Refluent Values

A person who holds refluent values is characterized by his expressions of inflexibility. His ethics consist of super-patriotism, belief in a vengeful God, hero worship of those idols that are of the same race, religion and nationality that he is and of believing himself to be morally incorrupt.

He views success as having power. He tries to control others and attempts this by using inflammatory oration and by offering simple, forceful solutions to complex problems.

In relating to other people the refluent is ego-centered. He considers others to be morally corrupt; he respects no one that he considers to be at all different; he joins groups that have goals for achieving power and that express his ideals.

The refluent is oriented to the past. He believes

the past was the best and the world should revert back to it.¹

Sixth graders expressed refluent values more often than the fifth graders did. In the sub-categories of success and self in relation to others, nine per cent of the sixth graders expressed ideas once or twice while only seven and four per cent respectively of the fifth graders expressed one or two ideas in these categories. In the categories of ethics and time orientation, the per cent of refluent values expressed once or twice was nearly the same for both grades. One per cent of each grade expressed refluent ethics. Four per cent of the fifth graders and three per cent of the sixth graders expressed refluent time orientation one or two times.

Table 1

Refluent Values Expressed by Fifth and Sixth Graders

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	5	2	1				
	6	1	1				
Success	5	10	7				
	6	10	9	1	1		
Self in Relation to Others	5	6	4	2	1		
	6	10	9	1	1		
Time	5	6	4				
	6	3	3	1	1		

¹Prudence Dyer and Richard Brooks, Rubric for Expressed Values (Rev. III) (1970).

Traditional Values

The traditional ethical values consist of being patriotic, believing in God, admiring elders and following a strict code of behavior.

The success values are based on work. Hard work is respected and it is believed that hard work will bring success. The person holding this value believes that anyone who is like himself can succeed.

The traditionalist is an individualist and enjoys solitude. He believes that he is responsible for his own successes. Anyone that is like him should also have individual rights and freedoms.

He is future oriented and spends the present in preparing for the future. He also believes in spiritual immortality.¹

More fifth graders than sixth graders expressed traditional values. Fourteen per cent of the fifth graders expressed traditional ethics once or twice compared to nine per cent of the sixth graders. Thirteen per cent of the fifth graders expressed the success value once or twice and three per cent of them expressed it three or four times while only eight per cent of the sixth graders expressed it even once. Individualism or self in relation to others was expressed often by both grades. Thirty per cent of the fifth

¹Ibid.

graders expressed this value compared to twenty-two per cent of the sixth graders. Fifteen per cent of the fifth graders were future oriented compared to only four per cent of the sixth graders.

Table 2

Traditional Values Expressed by Fifth and Sixth Graders

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	5	19	14	1	1		
	6	10	9	2	2		
Success	5	18	13	4	3		
	6	8	8				
Self in Relation to Others	5	41	30	2	1		
	6	23	22	4	4		
Time	5	21	15				
	6	4	4				

Moderate Values

The moderate ethical concept is that of moral relativism. He accepts alternatives to one living God. He practices situation ethics and values others for the benefits he can derive from them.

He has a materialistic view of success. He likes being with other people and he uses them for his own gain and status. His success, he believes, depends upon whom he knows.

In his relationship with others he is a conformist.

For the good of the group he tolerates beliefs that are different from his own, and he conforms to the mores of the group.

He is present oriented. He indulges himself and satisfies his whims. He is afraid of death and believes that death is a finality.¹

The per cent of fifth and sixth graders expressing moderate values was quite similar in all categories except success. Fifth graders expressed more success values than sixth graders did. One per cent of the fifth graders expressed the success value as many as five or six times. Fourteen per cent of the fifth graders and nine per cent of the sixth graders expressed this value one or two times. Time orientation was expressed by twelve per cent of the fifth graders and by nine per cent of the sixth graders.

¹Ibid.

Table 3
Moderate Values Expressed by Fifth and Sixth Graders

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	$\frac{5}{6}$	2 1	1 1	1	1		
Success	$\frac{5}{6}$	19 10	14 9	2 2	1 2	1	1
Self in Relation to Others	$\frac{5}{6}$	4 5	3 5				
Time	$\frac{5}{6}$	17 10	12 9	2 1	1 1		

Integrative Values

The integrative ethical concept is of moral congruence. This person is concerned for the world and not only his own country or people. He values people over things and strives for policies that are congruent with his values.

The integrative idea of success is activism. He establishes priorities and will demonstrate for his beliefs. He works to bring about changes that he feels are needed and then evaluates the change.

In his relationships with other people, he shares his property, accepts all people without criticism of their beliefs, helps to develop creativity and individuality in others and tries to preserve and safeguard the future for others.

His time orientation is that of using past experiences and learnings to help him solve the current problems so the future will be better for all people.¹

The integrative ethical value was expressed more frequently more times than any other integrative sub-category. Twenty-five per cent of the fifth graders expressed this value one or two times and ten per cent expressed it three or four times. Thirty-one per cent of the sixth graders expressed it one or two times, five per cent expressed it three or four times and one per cent expressed it five or six times.

There was a wide range between grades as to how they saw themselves in relation to others. Seventeen per cent of the fifth graders expressed this integrative value one or two times compared to twenty-nine per cent of the sixth graders.

The success category was the most infrequently expressed category. Four per cent of the fifth graders and two per cent of the sixth graders expressed this value.

Sixteen per cent of the sixth graders expressed integrative time orientation values compared to thirteen per cent of the fifth graders.

¹Ibid.

Table 4

Integrative Values Expressed by Fifth and Sixth Graders

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	5 6	34 33	25 31	14 5	10 5	1	1
Success	5 6	5 2	4 2				
Self in Relation to Others	5 6	23 31	17 29	2 2	1 2		
Time	5 6	18 17	13 16	1	1		

Transformative Values

The transformative ethical concept is that of anarchy. The transformatist does not hold the same values that the majority of the people hold. He believes society is against him. He believes completely in a "cause", usually revolutionary, and thinks his cause should progress.

His concept of success is to overthrow. He demands excessive power and believes that the end justifies the means. Inflammatory oration is used to gain support for his cause.

Absolutely equal is how he sees others in relation to himself. He outwardly scorns social mores and joins groups that are of a revolutionary nature.

Time orientation is NOW. He is unwilling to wait for change but does not offer a continuing solution after the

change has been made.¹

Very few transformative values were expressed. One per cent of both fifth and sixth graders expressed the success value. One per cent of the sixth graders expressed the transformative value of how he sees himself in relation to others.

Table 5

Transformative Values Expressed by Fifth and Sixth Graders

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	5 6						
Success	5 6	1 1	1 1				
Self in Relation to Others	5 6	1	1				
Time	5 6						

VALUES OF BOYS AND GIRLS

The data were analyzed to find out whether or not the boys' values and the girls' values were similar or different. They each expressed almost equal refruent values in all of

¹ibid.

the sub-categories except self in relation to others. Four per cent of the girls expressed these values one or two times compared to nine per cent of the boys. One per cent of both groups expressed refluent ethical values and four per cent of both groups expressed refluent time orientation values one or two times. The refluent concept of success was expressed by seven per cent of the girls and eight per cent of the boys one or two times.

Table 6
Refluent Values Expressed by Girls and Boys

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	Girls	2	1				
	Boys	1	1				
Success	Girls	9	7				
	Boys	8	8	1	1		
Self in Relation to Others	Girls	6	4	1	1	2	1
	Boys	10	9	2	2		
Times	Girls	5	4	2	1		
	Boys	4	4	1	1		

Considerable differences between girls' and boys' values in the traditional category were discovered. The boys tended to be much more traditional than the girls in all the sub-categories. Boys expressed traditional ethics six per cent more times than girls did. Fifteen per cent of the boys expressed these values one or two times compared to

ten per cent of the girls. Nine per cent of the girls expressed traditional success values one or two times compared to thirteen per cent of the boys. The most noticeable difference was again in the sub-category of self in relation to others. Twenty-four per cent of the girls expressed this value compared to twenty-nine per cent of the boys. Boys were also more future time oriented than the girls were.

Table 7

Traditional Values Expressed by Girls and Boys

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	Girls	13	10	1	1		
	Boys	16	15	2	2		
Success	Girls	12	9				
	Boys	14	13	4	4		
Self in Relation to Others	Girls	33	24	2	1		
	Boys	31	29	4	4		
Time	Girls	11	8				
	Boys	14	13				

The girls and boys expressed similar percentages of values for moderate ethics and time orientation. One per cent of the girls compared to two per cent of the boys expressed ethics one or two times and eleven per cent of both the girls and the boys expressed time orientation one or two times. The values expressed for success and self in relation to others were considerably different. Sixteen per cent of the

boys expressed moderate values for success one or two times compared to nine per cent of the girls. Only one per cent of the girls expressed moderate self in relation to others values one or two times compared to seven per cent of the boys.

Table 8
Moderate Values Expressed by Girls and Boys

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	Girls	1	1	3	2		
	Boys	2	2				
Success	Girls	12	9				
	Boys	17	16	1	1	1	1
Self in Relation to Others	Girls	2	1				
	Boys	7	7				
Time	Girls	15	11	2	1		
	Boys	12	11	1	1		

More integrative values were expressed by both boys and girls than any other kind. Girls expressed significantly more integrative ethical values than the boys did. Thirty-six per cent of the girls expressed these one or two times compared to seventeen per cent of the boys. The per cent that these values were expressed three or four times was considerably higher than for any other category. Nine per cent of the girls and seven per cent of the boys expressed ethical values three or four times. Success values were expressed

equally by the boys and girls at three per cent each. Self in relation to others was expressed one or two times by twenty-five per cent of the girls and nineteen per cent of the boys. Three per cent of the girls expressed this value three or four times. Time orientation was almost equal between the girls and the boys with fifteen per cent of the girls and thirteen per cent of the boys responding one or two times.

Table 9
Integrative Values Expressed by Girls and Boys

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	Girls	49	36	12	9		
	Boys	18	17	7	7		
Success	Girls	4	3				
	Boys	3	3				
Self in Relation to Others	Girls	34	25	4	3		
	Boys	20	19				
Time	Girls	21	15	1	1		
	Boys	14	13				

Few children expressed transformative values. There were no significant differences between the boys and the girls. Girls expressed these values oftener than boys with one per cent of the girls responding three or four times to transformative ethics and success. Two per cent of the boys expressed success values one or two times, and one per cent

of the boys expressed self in relation to others one or two times. Transformative time values were not expressed by either group.

Table 10
Transformative Values Expressed by Girls and Boys

		1-2 Times		3-4 Times		5-6 Times	
		No.	%	No.	%	No.	%
Ethics	Girls			2	1		
	Boys						
Success	Girls			2	1		
	Boys	2	2				
Self in Relation to Others	Girls						
	Boys	1	1				
Time	Girls						
	Boys						

COMPOSITE ANALYSIS

In writing a composition a child could have expressed values in more than one category. In making a composite analysis, the tallies in each category were totaled for each child. The value category that contained the most tallies was determined as being the one that most nearly expressed the child's value system. For example, if a child had expressed three traditional values, one moderate value and four integrative values, in the final analysis he was listed as having integrative values.

The following graph depicts the distribution of expressed values.

Table 11
Composite Analysis of Values

Refluent		Traditional		Moderate		Integrative		Transformative	
No.	%	No.	%	No.	%	No.	%	No.	%
27	11	67	28	39	16	106	44	2	.9

The most commonly expressed set of values was integrative with forty-four per cent of the children expressing these values. Twenty-eight per cent of the children expressed predominately traditional values; sixteen per cent expressed moderate values; eleven per cent expressed refluent values and nine-tenths of one per cent expressed transformative values.

In order to determine whether or not the children in the academically talented program changed their values during the two years they were in the program, the composite analysis was broken down into the two grade levels, fifth and sixth. The results are shown in the following table.

Table 12
Composite Values of Fifth and Sixth Graders

	Refluent		Tradi- tional		Moderate		Inte- grative		Transfor- mative	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fifth Grade	14	10	45	33	22	16	52	39	1	.8
Sixth Grade	13	12	23	22	17	16	54	51	1	.9

The per cent of children in each grade level that expressed refluent, moderate and transformative values was virtually the same as the total per cent of all the children.

Traditional values decreased from thirty-three per cent of the fifth graders to twenty-two per cent of the sixth graders. Integrative values increased from thirty-nine per cent of the fifth graders to fifty-one per cent of the sixth graders.

This analysis is only a suggestion as to how the values might change in two years. A more complete study will be made in the spring of 1972. The fifth graders who wrote a composition for this study in the fall of 1970 will write a similar composition in the spring of 1972 after completing two years in the academically talented program. An analysis will be made to more accurately determine whether or not a child's values might be altered during their time in the academically talented program.

TEACHER'S EFFECT ON VALUES

In trying to determine whether or not a teacher's values effect a classes' values, the children's composite values were listed according to the school that they attend. Although there are eight schools in the program, only seven schools are listed because one teacher teaches at two of the schools. The data from these two schools were combined.

Table 13
Composite Analysis by Schools

School	Refluent		Tradi- tional		Moderate		Inte- grative		Transfor- mative	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	4	25	7	41	3	17	2	11	1	6
2	12	17	19	28	8	11	30	44		
3	1	7	5	39	2	15	5	39		
4	3	10	4	13	7	22	17	55		
5	3	7	8	18	11	25	21	48	1	2
6	2	8	13	54	4	17	5	21		
7	2	5	11	25	4	9	26	60		

In all schools except one, the per cent of one particular category of values was considerably higher than the other categories. Two schools had predominately traditional values; four schools had predominately integrative values;

one school's most frequently expressed values were both traditional and integrative.

Further research is needed in order to determine whether or not the teachers directly affect the children's values with whom they work. The teachers did not write a composition and this would be necessary in order to make further analysis.

RATING OF CREATIVITY

The degree of creativity that each student used in writing the composition was studied from several view points. The girls were compared to the boys on a zero to four scale with zero representing a low degree of creativity and four representing a high degree of creativity. A similar per cent of both boys and girls displayed a high degree of creativity with thirty-nine per cent of the girls and thirty-six per cent of the boys having a rating of four. Forty-five per cent of the girls and forty-two per cent of the boys rated three. Twenty-two per cent of the boys had a rating of two compared to thirteen per cent of the girls. This was the widest variance between the two groups. Girls were the only ones that rated below a two. Three of them rated a one.

Table 14
Creativity of Girls and Boys

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls			4	3	18	13	61	45	53	39
Boys					23	22	44	42	39	36

A comparison of the creativity of the children in the seven various schools was made to determine whether or not the teacher might effect the creativity level of a class. The largest per cent of the children in three schools received a four rating. In one school seventy-nine per cent of the students received a four rating and in the other two schools forty-six per cent of the children received a four rating. In two schools the largest per cent of the children received a three rating. Seventy-five per cent of the students in one school and forty-seven per cent of the students in another school received a three rating. In one school the two rating was received by the largest per cent, forty per cent, of the students. One school had thirty-seven per cent of the children receiving a three and an equal per cent receiving a four.

Table 15
Rating of Creativity by Schools

School	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
1			1	6	7	40	5	29	4	24
2					14	20	33	47	23	33
3					2	15	5	39	6	46
4			1	3	6	19	10	32	14	46
5			2	4	10	22	16	37	16	37
6					1	4	4	17	19	79
7					1	2	32	75	10	23

The sixth graders were somewhat more creative than were the fifth graders. Forty-two per cent of the sixth graders rated a four compared to thirty-nine per cent of the fifth graders. The results of the three rating were similar to that of the four rating with forty-three per cent of the sixth graders and thirty-nine per cent of the fifth graders having a three rating. There was a sharp decline in the per cent of sixth graders having a two rating. Only twelve per cent of them had a two rating compared to twenty-one per cent of the fifth graders. Yet, more sixth graders, three per cent, than fifth graders, seven-tenths of one per cent, had

a rating as low as a one. No one in either grade rated zero.

Table 16
Creativity Rating of Fifth and Sixth Graders

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fifth Graders			1	.7	28	21	53	39	53	39
Sixth Graders			3	3	13	12	46	43	45	42

A composite of all participating children showed that most of them rated above a two in creativity. Thirty-eight per cent rated four while forty-three per cent rated three. Seventeen per cent had a two rating while only two per cent had a one rating. No one had a zero rating, the lowest point on the scale.

Table 17
Composite Rating of Creativity

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
241 Children			4	2	41	17	105	43	92	38

COMPETENCY IN COMPOSITION WRITING

The composition skills of girls and boys vary considerably. Sixty-six per cent of the girls rated a four compared to thirty-six per cent of the boys. The rating of three showed a variance of twenty-nine per cent with twenty-three per cent of the girls and fifty-two per cent of the boys rating a three. Ten per cent of the girls and eleven per cent of the boys rated two. One per cent of both groups rated one.

Table 18

Competency in Composition Writing of Girls and Boys

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls			2	1	14	10	31	23	89	66
Boys			1	1	12	11	55	52	38	36

If each rating is analyzed separately, there is a wide difference between the girls' and the boys' composition skills. But, if the three and four ratings are combined, eighty-nine per cent of the boys have a rating of either a three or a four. Using this method of analysis, there appears to be no difference in the composition skills of boys and girls.

Table 19

Boys and Girls Rating a Three or Four in Competency in
Composition Writing

	Number	Per Cent
Girls	120	89
Boys	93	88

The competency of the fifth and sixth graders was compared. Sixty-four per cent of the sixth graders compared to forty-three per cent of the fifth graders rated a four in competency. Forty-four per cent of the fifth graders and twenty-six per cent of the sixth graders received a three rating. A few more fifth graders, twelve per cent, than sixth graders, nine per cent, rated two. One per cent of both fifth and sixth graders rated a one.

Table 20

Competency of Composition Writing of Fifth and Sixth Graders

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fifth Graders			2	1	16	12	59	44	58	43
Sixth Graders			1	1	10	9	27	26	67	64

Analyzing each rating separately there is a considerable growth in writing skills from fifth to sixth grade. However, if the three and four ratings are combined eighty-seven per cent of the fifth graders and ninety per cent of the sixth graders achieved a rating of three or four.

Table 21

Fifth and Sixth Graders Rating a Three or a Four in
Competency in Composition Writing

	Number	Per Cent
Fifth Graders	117	87
Sixth Graders	94	90

A comparison was made of the composition skills of the children in the various schools. The largest per cent of the children in all of the schools except one had a rating of four. The per cent of the students having a four rating ranged from forty-six per cent to sixty-eight per cent. In the other school the largest per cent of the students had a three rating with fifty-nine per cent of the students in this category.

Table 22
Competency of Composition Writing by Schools

School	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
1					3	17	10	59	4	24
2			1	1	10	14	24	35	35	50
3					1	8	4	30	8	62
4			1	3	5	16	11	35	14	46
5			1	2	6	14	14	32	23	52
6							11	46	13	54
7					1	2	13	30	29	68

In making a composite analysis of the composition skills, over half, fifty-three per cent, of the two hundred forty-two students received a rating of four. Thirty-five per cent of the students rated a three. Eleven per cent rated a two and one per cent rated a one.

Table 23
Composite Analysis of Competency in Composition Writing

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
242 Students			3	1	26	11	86	35	127	53

COMPARISON OF CREATIVITY AND VALUES

Creativity was rated on a zero to four scale with zero representing a low degree of creativity. The compositions were divided into categories according to the creativity rating. All the compositions having a one rating were in one category, those with a two rating were in another category and so forth. The compositions within each category were categorized again, this time into the value category that had been most predominately expressed in the composition. An analysis was then made to determine whether or not there was a correlation between creativity and expressed values.

Forty-six per cent of the children that received a four rating in creativity had expressed predominately integrative values. Reffluent and moderate values were expressed twelve per cent and ten per cent respectively. Fifty-two per cent of the children with a three rating in creativity expressed integrative values. Moderate values, at twenty-one per cent, were the next most expressed values in this category. Those children receiving a creative rating of two expressed values in all five categories. Forty-one per cent expressed traditional values with moderate values at twenty-six per cent being the next most often expressed values. The two students in the study that had expressed transformative values rated two in creativity for a per cent of five. Only four students rated one in creativity. Reffluent,

traditional, moderate and integrative values were each represented by one of the four students.

The largest per cent of the students with a creative rating of three or four had expressed predominately integrative values while traditional values were expressed by the largest per cent of the students receiving a two rating in creativity.

Table 24
Comparison of Creativity and Values

	Refluent		Tradi- tional		Moderate		Inte- grative		Transfor- mative	
	No.	%	No.	%	No.	%	No.	%	No.	%
0										
1	1	25	1	25	1	25	1	25		
2	4	10	15	41	10	26	7	18	2	5
3	10	10	17	17	21	21	52	52		
4	12	12	34	34	7	7	46	46		

The categories of values that most children expressed need to be considered when studying the Creativity and Values table. The composite value table that is on page 46 is presented again.

Table 25
Composite Analysis of Values

Refluent	Traditional	Moderate	Integrative	Transformative
No. %	No. %	No. %	No. %	No. %
27 11	67 28	39 16	106 44	2 .9

More children expressed predominately integrative values than any other value category with traditional values being expressed the next highest per cent.

COMPARISON OF COMPOSITION COMPETENCY AND VALUES

A child's competency in using composition skills was rated on a zero to four scale with four representing a high competency level and zero representing a low competency level. The compositions were divided into categories according to the competency level. All the compositions with a one rating were in one category, all of those with a two rating were in another category and so forth. The compositions within each category were categorized again, this time into the value category that had been most predominately expressed in the composition. An analysis was then made to determine whether or not there was a correlation between competency in using composition writing skills and expressed values.

Fifty-four per cent of the children with a competency level of four expressed integrative values and twenty-six

per cent had expressed traditional values. Traditional and integrative values were each expressed by thirty-three per cent of the students who had rated a three in competency. Of those students who rated a two in competency, thirty-three per cent expressed integrative values, twenty-five per cent expressed moderate values and twenty-five per cent expressed traditional values. Three students rated a one in competency. Two of these, sixty-seven per cent, expressed moderate values and one, thirty-three per cent, expressed refluent values.

Table 26

Comparison of Composition Competency and Values

	Refluent		Tradi- tional		Moderate		Inte- grative		Transfor- mative	
	No.	%	No.	%	No.	%	No.	%	No.	%
0										
1	1	33			2	67				
2	3	12	6	25	6	25	8	33	1	5
3	13	15	28	33	16	18	28	33	1	1
4	10	8	33	26	15	12	70	54		

The largest per cent of students with a four rating in competency expressed predominately integrative values. In each of the other categories of composition competency, one, two and three ratings, the values were widely distributed

among the value categories and no conclusive deductions could be made.

COMPARISON OF VALUES AND CREATIVITY

The compositions of the students who had expressed predominately refluent values were categorized as to the degree of creativity that was used in the composition. Forty-four per cent of the children with predominately refluent values rated a four which is the highest level on the creativity scale. Thirty-six per cent had a three rating. Fifty per cent of the children with expressed traditional values had a four rating in creativity. Similar percentages of students had a three or a two rating. Twenty-six per cent of the children rated three and twenty-two per cent rated two in creativity. Fifty-four per cent of the children with predominately expressed moderate values rated a three on creativity and twenty-six per cent rated two. Ninety-two per cent of the students having integrative values rated either a four or a three in creativity. Forty-nine per cent had a three rating and forty-three per cent had a four rating. The two students expressing transformative values rated a two in creativity.

The largest percentage of the students in all the value categories except transformative rated in the upper part of the creativity scale with either a three or a four rating.

The students with expressed integrative values had the fewest per cent of students receiving a one or a two rating in creativity. Eight per cent of them received a one or a two rating compared to twenty-eight per cent of the students with expressed moderate values, twenty-four per cent of the students with expressed traditional values and twenty per cent of the students with expressed refluent values.

Table 27
Comparison of Values and Creativity

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Refluent			1	3	4	17	10	36	12	44
Traditional			1	2	15	22	17	26	34	50
Moderate			1	2	10	26	21	54	7	18
Integrative			1	1	7	7	52	49	46	43
Transformative					2	100				

VALUES AND COMPETENCY IN COMPOSITION WRITING

The compositions of the students were categorized according to the degree of competency in composition writing that was displayed. A four rating was the highest rating on

the scale and zero was the lowest rating. Fifty per cent of the students expressing refluent values rated three in competency and thirty-six per cent rated four. Of those students with predominately traditional values, forty-nine per cent rated four and forty-two per cent rated three. Forty-one per cent of the students with moderate values rated three and thirty-nine per cent rated four. Sixty-six per cent of the students with integrative values rated four and twenty-six per cent of them rated three. Of the two students expressing transformative values, one rated a three and one rated a two.

A larger percentage of the students with integrative values rated a four in competency than the students in any other value category. In combining the three and four ratings, all the value categories except transformative had eighty to ninety-two per cent of the students rating either a three or a four in competency. In combining the one and two ratings the moderate value category had the largest per cent of the students, twenty per cent, rating one or two compared to refluent with fourteen per cent, traditional with nine per cent and integrative with eight per cent.

Table 28

Comparison of Values and Competency in Composition Writing

	0		1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
Refluent			1	3	3	11	13	50	10	36
Traditional					6	9	28	42	33	49
Moderate			2	5	6	15	16	41	15	39
Integrative					8	8	28	26	70	66
Transformative					1	50	1	50		

Chapter IV

SUMMARY

The purpose of this study was to identify the expressed values of two hundred forty-two fifth and sixth grade students that were participating in the academically talented program in the Des Moines Public Schools during the 1970-1971 school year.

Each of the students wrote a composition entitled "Open a New Window." Dyer and Brooks' Rubric for Expressed Values was used to analyze each idea expressed in the compositions. By using the rubric to categorize each idea, every child's expressed values could be determined. The compositions were also marked for creativity and competency in composition writing.

A comparison of the expressed values of fifth and sixth graders was made. The expressed values of girls and boys were compared. A comparison of creativity and competency of composition writing skills was made between the fifth and sixth graders and the girls and boys. The expressed values, creativity and competency of skills of the students in the seven participating schools were compared and analyzed. A study of the relationship of a student's expressed values and his creativity and composition skills was made.

CONCLUSIONS

After analyzing the two hundred forty-two compositions written by academically talented fifth and sixth graders in November of 1970, several conclusions can be made. The conclusions are based only on the study of the two hundred forty-two participating students and generalizations for all academically talented students cannot be made.

Sixth graders expressed refluent values more often than fifth graders did. Traditional values were expressed more often by fifth graders. Both groups had a high percentage of students expressing traditional values. A larger percentage of fifth graders expressed moderate values although the per cent of both grades was quite similar. Integrative values were expressed most often by both grade levels. However, sixth graders expressed this value more often than fifth graders did. Few students, two, expressed transformative values. One was a fifth grader and one was a sixth grader. In considering all five value categories, fifth graders were more traditional and sixth graders were more integrative.

Boys expressed refluent values more often than girls did. The per cent of boys expressing traditional values was considerably higher than that of the girls. Boys also expressed moderate values more often than the girls did. The per cent of integrative values expressed was much higher for

the girls than it was for the boys. Of the two students expressing transformative values, one was a boy and one was a girl. In analyzing all five value categories, girls expressed integrative values more often and boys expressed refluent, traditional and moderate values more often.

When the data from all of the students were analyzed, forty-four per cent of them expressed predominately integrative values, twenty-eight per cent expressed predominately traditional values, eleven per cent expressed predominately refluent values and nine-tenths of one per cent expressed predominately transformative values.

To determine whether or not teachers affected the students values, the children's composite values were listed according to who their teacher was. Two classrooms had predominately traditional values; four classes had predominately integrative values; one classroom's most frequently expressed values were both traditional and integrative. This is only an indication that the teacher may affect the values of her students. It is not conclusive evidence.

In reviewing creativity, girls were slightly more creative than boys were. Sixth graders were a little more creative than fifth graders were. Eighty-one per cent of all the students ranked above average in creativity.

A comparison of creativity by schools showed that in three schools the largest per cent of the children ranked at the top (four) of the creativity scale. In two schools the

largest per cent of the children were average or ranked two. In one school the per cent of children in the three and four ranks were even.

In reviewing the competency of composition writing, it was found that a much larger per cent of the girls ranked at the highest level than the boys did. Boys displayed above average competency but not as often as the girls did at the highest level. In looking at the total scores that were above average (a three or a four), the boys and girls were almost the same. Eighty-nine per cent of the girls and eighty-eight per cent of the boys ranked a three or a four.

The same was true for fifth and sixth graders. Sixth graders had a much larger percentage rank at four than fifth graders did but when the above average scores (a three or a four) were totaled, both groups were nearly the same. Eighty-seven per cent of the fifth graders and ninety per cent of the sixth graders ranked a three or a four.

In comparing the seven schools, all but one had the largest per cent of the students ranking a four in composition. In the remaining school the largest per cent of the students received a three rating.

In determining whether or not there is a correlation between creativity and expressed values, it was found that the largest per cent of the more creative students (those ranking three or four), expressed integrative values. The same thing was true when expressed values and competency were compared.

The conclusions reached in this study should not be considered to be absolute. The data are indicative but further research needs to be completed to further substantiate the conclusions.

RECOMMENDED STUDIES

The following studies are recommended in order to further identify children's values.

1. A control group of children and children in the academically talented program need to be studied to determine whether or not the values of students in the academically talented program differ from those of academically talented students who qualified for the program but did not choose to attend.

2. The two groups of students mentioned above need to be studied as beginning fifth graders and again when they have completed sixth grade to determine whether or not the students' values in the academically talented program change more or less in a two year period than those of academically talented students who qualified for the program but did not choose to attend.

3. Students in the academically talented program need to be compared to students in a regular fifth or sixth grade to determine whether or not academically talented students' values are the same as or different from students in the regular school program.

4. The expressed values of the teachers need to be researched and comparisons made between their values and their students' values to determine whether or not a teacher's values affect those of her students and if so, to what extent.

5. The values of the same students used in this study need to be identified again at the end of junior high and at the end of high school to determine whether or not values change as students mature.

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APPENDIX

RUBRIC FOR EXPRESSED VALUES (REV III)

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EFLUENT	TRADITIONAL	MODERATE	INTEGRATIVE	TRANSFORMATIVE
Philosophical Concept:	Puritanism	Moral Relativism	Moral Congruence	Anarchy
<u>Moral Inflexibility</u> operates no extravagance defends vigorously self-rights expresses super-patriotism idealizes hero-figures of similar race, religion, etc. values past as model for present and future believes in vengeful God considers self morally incorrupt	practices thrift strives for practicality admires, respects elders, family subscribes to strict code of behavior expresses patriotism/nationalism professes faith in God believes in original sin shows guilt for transgressions expresses penitence	rejects "absolutes" accepts alternatives to a single living God practices situation ethics sanctions expediency values others for usefulness to self, state, or nation	values individuality within framework of common good values people over things strives for policies congruent with values professes faith in Being (mortal or immortal) avoids violence expresses world (non-nationalistic) concern	believes completely in cause, usually revolutionary believes what exists is bad because it thwarts progress of the cause. disbelieves in current values of societal majority believes man is his own God believes society is against him; will not compromise
Access Concept: Power	Work	Sociability	Activism	Overthrow
strives for control of others regains from position of strength speaks publicly through official spokesman offers simplistic, forceful solutions to complex problems uses inflammatory oration to win support and polarize self in relation to others:	respects hard work (physical or mental) trusts that hard work brings success, victory spurns resting on past glory believes anyone "like me" can succeed trusts "melting pot" idea	uses others for status or gain likes being with others believes success dependent upon whom one knows suspects loners innovates within system expresses materialistic view of success	rejects expediencies incongruent with values establishes priorities for action demonstrates for beliefs develops sane design for life works to bring about change and evaluates effects strives for shared decisions	believes ends dictate means believes success measured by demise of current situations, institutions uses inflammatory oration to win support, polarize demands excessive power as means for "equality"
Ego-centricity	Individualism	Conformity	Actualization of Self & Others	Absolute Equality
considers "others" morally corrupt respects no one considered at all "different" compartmentalizes all people in terms of group membership considers mil. service an honor joins groups which specifically express his ideals and which typically have power goals	demands respect for authority or age believes self basis of success believes in individual's ("like me") rights, freedoms, and the symbols of these considers mil. service obligat. behaves as if ends justify means w/o qualification enjoys solitude, nature supports suc. aesthetic pursuits	tolerates divergent beliefs if group harmony preserved scorns ego-centricity sanctions new eccentricity disdains ideas of "outsiders" conforms to mores of chosen group (tribalism) behaves as if ends justify means if results benefit society believes mil. service useful if benefits adequate	accepts w/o criticism divergent social, moral, religious, political views fosters creativity, individuality shares property, wealth supports aesthetic pursuits considers implications of experimentation, exploration safeguards future for others believes military service should be optional	behaves publicly as if unisex were the ideal joins groups expressing concepts of revolution demands strong allegiance promotes outward display of scorn for social mores believes military service is used as form of punishment supports "supermarket education"--shopping around
Time Orientation: Past	Future	Present-Time	Universality	NOW!
believes past is ideal and should be emulated believes situation now is bad because of changes and will result in "punishment"	believes preparing for future most important consideration practices delayed gratification believes in spiritual immortality	fears death as "finality" content with present gratifies selfish whims indulges self hedonistically accepts education as a "credential"	compensates for past inequities evaluates problems, plans for solution of problems develops, implements policies utilizes experiences of past to solve cur. probl. for future believes pers. contrib. = immort.	believes future should be now, unwilling to wait for change believes any change will be improvement if not regressive has no plan beyond change thinks immortality in man's mind